DIAGNOSTIC REVIEW REPORT

FOR

FREDERICK LAW OLMSTED ACADEMY NORTH

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KENTUCKY DEPARTMENT OF
EDUCATION
Every Child Proficient and Prepared for SUCCESS

AdvancED

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Introduction to the Diagnostic Review

The Diagnostic Review, a performance driven system, focuses on conditions and processes within a district/school that impact student performance and organizational effectiveness. The power of AdvancED's Diagnostic Review lies in the connections and linkages between and among the standards, student performance, and stakeholder feedback.

The Diagnostic Review is carried out by a team of highly qualified evaluators who examine the institution's adherence and commitment to the research aligned AdvancED Standards and Indicators. The Diagnostic Review Process is designed to energize and equip the leadership and stakeholders of an institution to achieve higher levels of performance and address those areas that may be hindering efforts to reach desired performance levels. The Diagnostic Review is a rigorous process that includes examination of evidence and relevant performance data, interviews with stakeholders, and observations of instruction, learning, and operations.

The Diagnostic Review team used the AdvancED Standards for Quality Schools and related criteria to guide its evaluation, looking not only for adherence to standards, but also for how the institution functioned as a whole and embodied the practices and characteristics of quality.

Using the evidence at their disposal, the Diagnostic Review team arrived at a set of findings contained in this report. The report is presented in three sections: Findings, Conclusion, and Addenda.

Part I: Findings

The Findings section presents the Diagnostic Review team's evaluation of the AdvancED Standards and Indicators. It also identifies effective practices and conditions that are contributing to student success, as well as Opportunities for Improvement identified by the team, observations of the Learning Environment, and Improvement Priorities.

Standards and Indicators

Standards help to delineate what matters. They provide a common language through which an education community can engage in conversations about educational improvement, system effectiveness, and achievement. They serve as a foundation for planning and implementing improvement strategies and activities and for measuring success. AdvancED's Standards for Quality were developed by a committee comprised of effective educators and leaders from the fields of practice, research, and policy who applied professional wisdom, deep knowledge of effective practice, and the best available research to craft a set of robust standards that ensure excellence and continuous improvement. The standards were reviewed by internationally recognized experts in testing and measurement, teacher quality, and education research.

This section contains an evaluation of each of AdvancED's Standards and Indicators, conclusions concerning school effective practices as well as Opportunities for Improvement related to each of the standards, and a description of the evidence examined by the Diagnostic Review team. Indicators are evaluated and rated individually by the team using a four-level performance rubric. The Standard Performance Level is the average of indicator scores for the standard.

Standard 1: Purpose and Direction

Purpose and direction are critical to successful institutions. A study conducted in 2010 by the London-based Chartered Institute of Personnel and Development (CIPD) reported that "in addition to improving performance, the research indicates that having a sense of shared purpose also improves employee engagement" and that "…lack of understanding around purpose can lead to demotivation and emotional detachment, which in turn lead to a disengaged and dissatisfied workforce."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution commits to a shared purpose and direction and establishes expectations for student learning aligned with the institution's vision that is supported by internal and external stakeholders. These expectations serve as the focus for assessing student performance and overall institution effectiveness.

Standard 1 – Purpose and Direction	Standard Performance Level
The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	**2**

Indicator		Source of Evidence	Performance Level
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	• Self-Assessment • Executive Summary • Previous KDE Leadership Assessment • KDE School Report Card • AdvancED Stakeholder Survey Data • ELEOT Classroom Observation Data • Stakeholder Surveys • Review of Documents and Artifacts	2

Indicator		Source of Evidence	Performance Level
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	- Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey Data - ELEOT Classroom Observation Data - Stakeholder Surveys - Review of Documents and Artifacts	2
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	- Self-Assessment - Executive Summary - Previous KDE Leadership Assessment - KDE School Report Card - AdvancED Stakeholder Survey Data - ELEOT Classroom Observation Data - Stakeholder Surveys - Review of Documents and Artifacts	2

Indicator	Opportunity for Improvement
1.1	**Formalize the process by which the school's purpose statements are reviewed, revised, and communicated. Ensure that the process is implemented with fidelity and that a record of the use and results of the process is maintained.**
	Rationale

Student Performance Data:

- Performance data does not suggest that the school's formal statements of purpose, direction, or shared values and beliefs effectively driving decision-making at the school and classroom levels.

    o The School Report Cards for 2012-2013 do not show any improvement in the overall score. The overall score for 2011-2012 and 2012-2013 is 33.8. Data shows no significant gains to address gaps.

    o The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.

    o A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.7% increase in reading and a 0.5% decrease in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 4.5% and the percentage of students scoring at the Novice level in math was reduced by 5.2%.

    o A comparison of gap data for social studies shows a decrease of students performing at the Novice level of 1.7% from 2011-2012 to 2012-2013 for the non-duplicated gap group.

    o A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3% decrease in students making typical or higher growth in math.

    o A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.

Classroom Observation Data:

- Classroom observations do not suggest that the school has been highly effective in establishing high expectations for the consistent use of instructional practices that will ensure student success. For example:

    o Instances in which students were observed knowing and striving to meet high expectations established by the teacher were evident/very evident in 44% of classrooms.

    o Instances in which students were provided exemplars of high quality work were evident/very evident in 15% of classrooms.

- o   Instances in which students were provided differentiated learning opportunities and activities that met their needs were evident/very evident in only 19% of classrooms.
- o   Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 21% of classrooms.
- o   Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 26% of classrooms.
- o   Instances in which students were actively engaged in learning activities were evident/very evident in 40% of classrooms.

Stakeholder Survey Data:

- Although 73.91% of staff surveyed agreed or strongly agreed that the school purpose statement is formally reviewed and revised with involvement from stakeholders, interviews yielded incomplete and/or general descriptions of the review and/or revision process.

- 77% of parents indicated in surveys that they agreed/strongly agreed with the statement, "Our school's purpose statement is formally reviewed and revised with involvement from parents."

Stakeholder interviews, document and artifact review:

- A review of school documents indicates that the mission and vision statements are consistently communicated in multiple ways (e.g., staff handbooks, meeting agendas, CARE lessons).

- Stakeholder interviews indicate that most school personnel can articulate the school's mission statement (Educating Tomorrow's Leaders Today) and vision statement (Every Child Proficient).

- Some staff members could explain how the statements were originally developed.

- Review of artifacts, including the school council policies, does not reveal that a documented and clearly defined process for regular review and revision of these guiding statements exists.

Other pertinent information:

- The mission and vision statements are read each morning over the announcements and are displayed in most classrooms.

Indicator	Opportunity for Improvement
1.2	**Develop and implement a plan to ensure that educational programs are sufficiently challenging and implemented in a measurable way so that all students are successful. Monitor and continue to develop a culture of collective accountability for the use of instructional practices that promote active student engagement, a focus on depth of understanding, and the application of knowledge and skills.**
	Rationale

Student Performance Data:

- Performance data does not suggest that leadership and staff are committed to a culture that is based on shared values and beliefs about teaching and learning that supports challenging, equitable educational programs and learning experiences for all students that ensure success at the next level.

  o College and Career Readiness points increased from 2012 to 2013 by 2.3 points. However, the 2013 College and Career Readiness points are 17.4 as compared to 47.2 points for the state.
  o According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while typical or higher growth for the state was 60%.

Classroom Observation Data:

- Classroom observation data indicates that while some effective instructional practices are in evidence in some classrooms, equitable and challenging learning experiences are not being provided in a systematic and consistent way across the school. For example:

  o Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 21% of classrooms.
  o Instances in which students were tasked with activities and learning that are challenging but attainable were evident/very evident in 42% of the classrooms.
  o Instances in which students were asked and responded to questions that require higher-order thinking were evident/very evident in 32% of classrooms.
  o Instances in which students were exposed to differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
  o Instances in which students were provided opportunities to make connections from content to real-life experiences were evident/ very evident in 41% of classrooms.

Stakeholder Survey Data:

- Survey data suggests that the staff is highly satisfied with the current policies, practices, and learning conditions of the school. For example, 96% of staff agreed or strongly agreed with the statement, "Our school's purpose statement is clearly focused on student success." However, a comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3%

decrease in students making typical or higher growth in math.

- In surveys, 62% students agree/strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that the degree to which teachers are adjusting and adapting curriculum and instruction to meet changing student needs is not systematic across the school.

Stakeholder interviews, document and artifact review:

- During interviews, school leaders indicated that the absence of instructional rigor was an issue in the school.

Indicator	Opportunity for Improvement
1.3	**Implement a systematic, documented and continuous improvement process that involves representatives from all stakeholder groups and is informed by multiple measures of student performance. Review and evaluate the process regularly and hold all school personnel accountable for the quality of implementation.**
Rationale	

Student Performance Data:

- Although there is evidence of limited improvement in the core academic program during the last two years, performance data does not suggest that the school's improvement planning processes and practices are effective in ensuring that all students are proficient and prepared for the next level.

   o The School Report Card does not show any increase in the overall school score between 2012 and 2013.
   o Some improvement in non-duplicated gap scores and an increase in the percentage of students performing at the Distinguished and Proficient levels in reading occurred from 2012 to 2013.
   o The school also reduced the percentage of gap students performing at the Novice level in reading by 4.5% during the same time period. Likewise, the percentage of students performing at the Novice level in math was reduced by 5.2%.
   o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data does not suggest that improvement planning initiatives have resulted in the creation of highly effective learning environments.

Equitable Learning	2.1*
High Expectations	2.1
Supportive Learning	2.6
Active Learning	2.3
Progress Monitoring	2.2
Well-Managed Learning	2.7
Digital Learning	1.1

*using a 4 point scale

Stakeholder Survey Data:

- Survey data suggests that staff members are highly-satisfied with the school's current practices and process for continuous improvement.

  - 91% of staff agree or strongly agree with the statement, "Our school has a continuous improvement process based on data, goals, actions, and measures for growth."
  - 87% of staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."

Stakeholder interviews, document and artifact review:

- Review of documents and artifacts indicates that the development of the current comprehensive school improvement plan (CSIP) included discussion of priorities, opportunity for stakeholder involvement, and was informed by student performance data to some degree.

- Teachers are involved in professional learning communities, but teacher interviews reveal varying degrees of fidelity of implementation of PLC meetings.

- While evidence revealed that a process was used to develop the CSIP, there is not a document that outlines a consistent and comprehensive school improvement planning process.

- During interviews, some stakeholders were not able to explain the school's improvement planning process or their role in developing and implementing the CSIP.

Standard 2: Governance and Leadership

Governance and leadership are key factors in raising institutional quality. Leaders, both local administrators and governing boards/authorities, are responsible for ensuring all learners achieve while also managing many other facets of an institution. Institutions that function effectively do so without tension between the governing board/authority, administrators, and educators and have established relationships of mutual respect and a shared vision (Feuerstein & Opfer, 1998). In a meta-analysis of school leadership research, Leithwood & Sun (2012) found that leaders (school and governing boards/authority) can significantly "influence school conditions through their achievement of a shared vision and agreed-on goals for the organization, their high expectations and support of organizational members, and practices that strengthen school culture and foster collaboration within the organization." With the increasing demands of accountability placed on institutional leaders, leaders who empower others need considerable autonomy and must involve their school communities to attain school improvement goals. Leaders who engage in such practices experience a greater level of success (Fink & Brayman, 2006). Similarly, governing boards/authorities that focus on policy-making are more likely to allow school leaders the autonomy to make decisions that impact teachers and students and are less responsive to politicization than boards/authorities that respond to vocal citizens (Greene, 1992).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has leaders who are advocates for the institution's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The institution's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Standard 2 – Governance and Leadership	Standard Performance Level
The school operates under governance and leadership that promote and support student performance and school effectiveness.	2.7

Indicator		Source of Evidence	Performance Level
2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	• SBDM Policies, Agendas and Minutes • CSIP • Handbooks, Faculty and Administration • Self-Assessment • Review of Documents and Artifacts • School Report Card • 2012 KDE Leadership Assessment • Executive Summary • Stakeholder interviews	3
2.2	The governing body operates responsibly and functions effectively.	• Staff Handbook • Communication Documents • Review of Documents and Artifacts • SBDM Policies, Agendas and Minutes • SBDM Member Interviews • Self-Assessment • Executive Summary • Student performance data • Stakeholder interviews	3

Indicator		Source of Evidence	Performance Level
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	• SBDM Policies • SBDM Agendas and Minutes • Handbook of Roles and Responsibilities of Administration • Self-Assessment • Survey Results • Stakeholder interviews • Executive Summary • KDE Leadership Assessment	3
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	• PLC Agendas and Minutes • Stakeholder Interviews • Review of Documents and Artifacts • Self-Assessment • SBDM Policies • School Report Cards • Classroom observation data • 2012 KDE Leadership Assessment • Executive Summary	3

Indicator		Source of Evidence	Performance Level
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	• CSIP • Self-Assessment • Master Teacher and PLC Schedules • PCL Agendas and Minutes • Stakeholder interviews • School Report Cards • Stakeholder surveys • School Report Cards • 2012 KDE Leadership Assessment • Review of school website	2
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	• Self-Assessment • Evaluation Schedules • Administrator Roles and Responsibilities • Review of documents and artifacts • School Report Cards • Stakeholder survey data • Executive Summary • Classroom and school observations	2

Indicator	Opportunity for Improvement
2.5	**Develop new strategies to engage stakeholders in shaping decisions, providing feedback, and working collaboratively on improvement efforts, etc. Monitor and evaluate the effectiveness of these efforts to improve stakeholder engagement.**
Rationale	

Staff Survey Data:

- According to staff surveys, only 48% of the staff agree or strongly agree with the statement, "In our school, all school personnel regularly engage families in their children's learning progress."

Stakeholder interviews, document and artifact review:

- Interviews with parents, students, and teachers reflect that improvement opportunities exist for school leadership to communicate more effectively with parents and the community.

- Review of documents and artifacts reveal that while many steps have been taken to include the staff in the decision-making process, few steps have been taken to actively involve parents and the community in the process.

- Documentation does not reveal that parents are provided opportunities to meaningfully engage in the school by helping shape decisions, providing feedback to school leaders, or working collaboratively on school improvement initiatives.

Indicator	Opportunity for Improvement
2.6/3.4	**Review and revise staff supervision processes to ensure they 1) are focused on improving professional practice and ensuring student success, 2) consistently and regularly implemented, 3) and that the results are used to improve professional practice of teachers.**
Rationale	

Student Performance Data:

- Student performance data does not suggest that supervision, evaluation, and monitoring processes are effectively focused on improving professional practice and student success. For example:

  o The School Report Cards for 2012-2013 do not show any improvement in the overall score. The overall score for 2011-2012 and 2012-2013 is 33.8.

  o The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.

  o Some improvement in non-duplicated gap scores and an increase in the percentage of students performing at the Distinguished and Proficient levels in reading occurred from 2012 to 2013.

- A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3% decrease in students making typical or higher growth in math.

- College and Career Readiness points increased from 2012 to 2013 by 2.3 points. However, the 2013 College and Career Readiness points are 17.4 as compared 47.2 points for the state.

Classroom Observation Data:

- Classroom observation data does not suggest that current supervision, evaluation, and monitoring processes are resulting in the systematic implementation of effective instructional practices across the school. For example:

  - Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were found to be evident/very evident in only 21% of classrooms.
  - Instances in which students were tasked with activities and learning that were challenging but attainable were found to be evident/very evident in 42% of classrooms.
  - Instances in which students were asked and responded to questions that require higher-order thinking were found to be evident/very evident in 32% of classrooms.
  - Instances in which students had differentiated learning opportunities and activities that met their needs were found to be evident/very evident in 19% of classrooms.
  - Instances in which students were provided exemplars of high quality work were found to be evident/very evident in 15% of classrooms.
  - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were found to be evident/very evident in 36% of classrooms.

Stakeholder Survey Data:

- According to the staff survey, 89% agree or strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning." However, student performance data does not suggest the supervision process is yielding improved professional practice or student success.

- Similarly, 90% of staff indicated that they agree/strongly agree with the statement, "Our school leaders regularly evaluate staff members on criteria designed to improve teaching and learning."

Documents, artifacts, and interviews:

- Documents, artifacts, and interviews did not reveal the existence of a comprehensive monitoring of daily classroom instruction either through direct classroom observation or through examination of lesson and unit plans, student work, etc.

Standard 3: Teaching and Assessing for Learning

A high-quality and effective system has services, practices, and curriculum that ensure teacher effectiveness. Research has shown that an effective teacher is a key factor for learners to achieve to their highest potential and be prepared for a successful future. The positive influence an effective educator has on learning is a combination of "student motivation, parental involvement" and the "quality of leadership" (Ding & Sherman, 2006). Research also suggests that quality educators must have a variety of quantifiable and intangible characteristics, which include strong communication skills, knowledge of content, and knowledge of how to teach the content. The school's curriculum and instructional program should develop learners' skills that lead them to think about the world in complex ways (Conley, 2007) and prepare them to have knowledge that extends beyond the academic areas. In order to achieve these goals, teachers must have pedagogical skills as well as content knowledge (Baumert et al, 2010). The acquisition and refinement of teachers' pedagogical skills occur most effectively through collaboration and professional development. These are a "necessary approach to improving teacher quality" (Colbert et al, 2008). According to Marks, Louis, & Printy (2002), school staff that engage in "active organizational learning also have higher achieving students in contrast to those that do not." Likewise, a study conducted by Horng, Klasik, & Loeb (2010), concluded that leadership in effective schools, "supports teachers by creating collaborative work environments." Institutional leaders have a responsibility to provide experiences, resources, and time for educators to engage in meaningful professional learning that promotes student learning and educator quality.

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Standard 3 – Teaching and Assessing for Learning	Standard Performance Level
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	**2.25**

Indicator		Source of Evidence	Performance Level
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	• Student Performance Data • Self-Assessment • PLC Agendas and Evidence Binders • Student, Teacher, and Leadership Interviews • Classroom and school observations • School Report Cards • 2012 KDE Leadership Assessment • Executive Summary	2
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	• Student Performance Data • Self-Assessment • PLC Agendas • Stakeholder survey data • District Curriculum Documents • Classroom and school observations • Executive Summary • Stakeholder interviews	2

Indicator		Source of Evidence	Performance Level
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	• Student Performance Data • Self-Assessment • PLC Agendas • Stakeholder survey data • District Curriculum Documents • Classroom and school observations • Executive Summary • Stakeholder interviews • Mock Audit PowerPoint	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	• Student Performance Data • Self-Assessment • PLC Agendas • Stakeholder survey data • District Curriculum Documents • Classroom and school observations • Executive Summary • Stakeholder interviews • Planning Framework	2

Indicator		Source of Evidence	Performance Level
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	- Student Performance Data - Self-Assessment - PLC Agendas - Stakeholder survey data - District Curriculum Documents - Classroom and school observations - Executive Summary - Stakeholder interviews - PLC Agendas - Survey Data - School Report Card	3
3.6	Teachers implement the school's instructional process in support of student learning.	- Student Performance Data - Self-Assessment - PLC Agendas - Teacher Interviews - Mock Audit PowerPoint - Planning Framework - School Report Card - Classroom observation data	2
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	- New Teacher Cadre Agendas and Minutes - Classroom Observations - Survey Data - Evidence Binders - Student Performance Data - Self-Assessment - PLC Agendas - Teacher Interviews - Mock Audit PowerPoint - Planning Framework - School Report Card - Classroom observation data	2

Indicator		Source of Evidence	Performance Level
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	- Parent Letters in Different Languages - Website, email, etc. - Student Performance Data - Self-Assessment - PLC Agendas - Teacher Interviews - Mock Audit PowerPoint - Planning Framework - School Report Card - Classroom observation data	2
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	- Survey Data - CARE PowerPoint - Student Performance Data - Self-Assessment - PLC Agendas - Teacher Interviews - Mock Audit PowerPoint - Planning Framework - School Report Card - Classroom observation data	3
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	- District Grading Policy - Principal Emails - Student Performance Data - Self-Assessment - PLC Agendas - Teacher Interviews - Mock Audit PowerPoint - Planning Framework - School Report Card - Classroom observation data	2

Indicator		Source of Evidence	Performance Level
3.11	All staff members participate in a continuous program of professional learning.	• Professional Learning Notes/Presentations • Embedded Professional Development • Teacher and Leadership Interviews • Classroom observations • Review of documents and artifacts • Student performance data • Survey data	2
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	• Teacher, Student, and Leadership Interviews • Classroom Observations • Teacher Evidence Binders • Student Performance Data • Self-Assessment • PLC Agendas • Teacher Interviews • iSchool Report Card • Classroom observation data	3

Indicator	Opportunity for Improvement
3.2	**Establish a systematic and collaborative process to monitor curriculum, instruction, and assessment in response to data from multiple assessments of student learning and an examination of professional practice to improve student achievement. Ensure that this process includes vertical and horizontal alignment.**
	Rationale

Student Performance Data:

• Student performance data does not suggest that curriculum, instruction, and assessment are being systematically monitored and adjusted based on new data to ensure improvement in professional practice and student success.

- o The School Report Card does not show any increase in the overall school score between 2012 and 2013.
- o Some improvement in non-duplicated gap scores and an increase in the percentage of students performing at the Distinguished and Proficient levels in reading occurred from 2012 to 2013.
- o The school also reduced the percentage of gap students performing at the Novice level in reading by 4.5% during the same time period. Likewise, the percentage of students performing at the Novice level in math was reduced by 5.2%.
- o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Classroom observation data does not suggest that curriculum, instruction, and assessment are being systematically adjusted and differentiation being provided based on new data to ensure improvement in professional practice and student success. In most classrooms, students were completing the exact same tasks, sometimes in small groups, but usually in whole-group settings.

    - o Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
    - o Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 21% of classrooms.
    - o Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs were evident/very evident in 36% of the classrooms.

Stakeholder interviews, document and artifact review:

- Interviews with teachers indicated the need for additional support for curriculum planning and implementation.

- Interviews and review of documentation revealed no systematic process to monitor and adjust curriculum, instruction, and assessment practices to support improved student performance and teacher professional practice.

- Evidence of the consistent use of tuning protocols, examination of student work, analysis of formative assessment data, and horizontal and vertical curriculum alignment is limited. Some of these practices have been recently implemented during PLC meetings, but the degree to which they are being consistently implemented across the school is not apparent.

Indicator	Opportunity for Improvement
2.6/3.4	**Review and revise staff supervision processes to ensure they 1) are focused on improving professional practice and ensuring student success, 2) consistently and regularly implemented, 3) and that the results are used to improve professional practice.**
Rationale	

Student Performance Data:

- Student performance data does not suggest that supervision, evaluation, and monitoring processes are effective in improving professional practice and student success. For example:

    o The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.

    o A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.7% increase in reading and a 0.5% decrease in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 4.5% and the percentage of students scoring at the Novice level in math was reduced by 5.2%.

    o According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading, while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while the typical or higher growth for the state was 60%.

    o A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.

Classroom Observation Data:

- Classroom observation data does not suggest that current supervision, evaluation, and monitoring processes are resulting in improved professional practice and student success. For example:

    o Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 21% of classrooms.
    o Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 42% of classrooms.
    o Instances in which students were asked and responded to questions that require higher-order thinking were evident/very evident in 32% of classrooms.
    o Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
    o Instances in which students were provided exemplars of high quality work were evident/very evident in 15% of classrooms.

- o   Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 36% of classrooms.

Stakeholder Survey Data:

- According to the staff survey, 89% agree or strongly agree with the statement, "Our school's leaders hold all staff members accountable for student learning."

Documents, artifacts and interviews:

- Documents, artifacts, and interviews did not reveal the existence of coherent monitoring of daily classroom instruction either through direct classroom observation or through examination of lesson and unit plans, student work, etc.

Indicator	Opportunity for Improvement
3.6	**Define, implement, and monitor a school-wide instructional process that clearly informs students of learning expectations and standards of performance. Ensure that the process 1) includes the use of exemplars as one means of guiding and informing students of learning expectations, 2) employs multiple measures of assessment to guide ongoing modification of instruction, and 3) provides specific and timely feedback to students.**
Rationale	

Student Performance Data:

- Though there are some indications of improved student performance, data does not suggest that the school has developed and is systematically implementing an instructional process that clearly informs students of learning expectations.

  - o   The School Report Card does not show any increase in the overall school score between 2012 and 2013.
  - o   Data from the 2011-2012 and 2012-2013 School Report Cards shows mixed results for the Next-Generation Learners points. There was a slight increase in points for Achievement, Gap, and College and Career Readiness, but a decrease in Growth points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	39.9	41.0	22.0	22.4	50.0	47.0	15.1	17.4
+/-		+1.1		+0.4		-3.0		+2.3

  - o   According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.

Classroom Observation Data:

- Instances in which students were provided exemplars of high quality work were evident/very evident in 15% of classrooms.

- Observers noted that learning targets were posted in every classroom, but most teachers did not reference the target at the beginning, middle, or end of the lesson to inform students of the learning expectation and keep them focused on it.

- It was evident in 38% of the classrooms that students were responding to teacher feedback to improve understanding and very evident in only 4% of the classrooms.

Stakeholder Survey Data:

- According to staff survey data, 74% agree or strongly agree with the statement, "All teachers in our school monitor and adjust curriculum, instruction, and assessments based on data from student assessments and examination of professional practices."

- According to staff survey data, 54% agree or strongly agree with the statement, "All teachers in our school provide students with specific and timely feedback about their learning," suggesting that nearly half of the students do not perceive that they receive this type of feedback.

- 80% of students agree or strongly agree with the statement, "All teachers in our school use a process to inform students of their learning expectations and standards of performance," suggesting that the school has established an instructional process.

Stakeholder interviews, document and artifact review:

- Interviews indicate that the school has established a process that includes the use of 1) a sponge or attention-getting activity, 2) posted learning targets, and 3) exit slips at the conclusion of the lesson. This process was consistently observed in school and classroom observations. However, the degree to which the current process focuses on clearly informing students of learning expectations, using exemplars of high quality work to communicate learning expectations, the use of formative assessment to guide and modify instruction, and the existence of specific and timely feedback is not apparent.

- Interviews and review of documentation revealed no systematic process to monitor and adjust instruction and provide formative feedback.

Indicator	Opportunity for Improvement
3.7	**Evaluate and refine the mentoring, coaching, and induction programs to ensure that they 1) are consistent with the school's values and beliefs about teaching, learning, 2) also address improvement in the conditions that support learning, 3) set expectations for all school personnel and include valid measures of performance.**
Rationale	

Student Performance Data:

- Student performance data suggests that the current mentoring, coaching, and induction programs may not be effective in ensuring consistent use of highly effective instructional practices in all classrooms that provide all students with equitable and challenging learning experiences leading to next level success.

  - College and Career Readiness points increased from 2012 to 2013 by 2.3 points. However, the 2013 College and Career Readiness points are 17.4 as compared to 47.2 points for the state.
  - According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while the typical or higher growth for the state was 60%.

Classroom Observation Data:

- Classroom observation data is very mixed, indicating wide variation in the use of effective practices across the school and suggesting the need for more purposeful mentoring, coaching, and induction programs that build teacher capacity and effectiveness. For example:

  - Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 36% of classrooms, suggesting that students in the vast majority of classrooms may not have access to alternative or differentiated instruction to meet their diverse learning needs.
  - Instances in which students were actively engaged in learning activities were evident/very evident in 40% of classrooms. Observers seldom detected students engaged in collaboration, solving problems, creating products, making presentations, defending a position, or applying their learning to real-world situations.
  - Instances in which students were asked and/or quizzed about individual progress or learning were evident/very evident in 36% of classrooms.

Stakeholder interviews, document and artifact review:

- Staff interviews revealed the need to provide additional support for teachers new to the building (regardless of the number of years teaching) due to the uniqueness of the school.

- Interviews and documentation indicate that the teacher coaching and new teacher induction programs are not evaluated for their effectiveness in helping teachers improve professional

practice or advancing the purpose and direction of the school.

- Interviews and documentation did not confirm that all teachers participated in mentoring, coaching, and induction programs.

Other pertinent information:

- The principal's presentation indicated that the average years of teaching experience in the school is 5.5 years.

- During interviews, staff turnover was identified as a concern and cited as a reason for inconsistencies in staff professional practices and the need to repeat professional development.

Indicator	Opportunity for Improvement
3.8	**Refine, implement, and evaluate the effectiveness of programs that engage families in meaningful ways and inform them of their child's learning progress. Consider developing opportunities for parents to help shape decisions, provide feedback to school leadership, serve in meaningful leadership roles, collaborate in school improvement initiatives, etc**.
Rationale	

Stakeholder Survey Data:

- Student, staff, and parent survey data regarding parent engagement and involvement is favorable. For example, 75% of parents agree or strongly agree with the statement, "All of my child's teachers help me to understand my child's progress." Survey data also shows general satisfaction with regard to the effectiveness of communicating information about student learning.

Stakeholder interviews, document, and artifact review:

- The Missing Piece Diagnostic recognizes that the degree to which parents are meaningfully engaged in the school is limited.

- The External Leadership Assessment Presentation states, "Student and family welfare is our commitment," but interviews with parents indicated the need to increase family engagement and community involvement in more meaningful ways.

- Several stakeholder interviews indicated that increasing family understanding of assessments and college and career readiness measures are needs.

Other pertinent information:

- PTSA membership has decreased from 321 for 2012-2013 school year to 226 for the 2013-2014 school year. During the same time period, student enrollment dropped by about 100 students.

Indicator	Opportunity for Improvement
3.11	**Continuously evaluate the professional development plan for effectiveness in improving instruction, student learning, and the conditions that support student learning.**
Rationale	

Student Performance Data:

- Student performance data suggests that the school has not developed processes for providing professional development that is clearly linked to improvement in teacher effectiveness, student learning, and conditions that support learning.

  o The school's 2013 Proficiency Delivery Target was 23.3, but the actual score was 16.2.
  o The school's 2013 Closing the Achievement Gap Delivery Target was 22.9, but the actual score was 15.4.
  o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.

Stakeholder Survey Data:

- According to staff survey data, 96% agree or strongly agree with the statement, "In our school, all staff members participate in continuous professional learning based on identified needs of the school."

Classroom Observation Data:

- The classroom observation data below suggests the need to evaluate the effectiveness of all professional development.

  o Instances in which students were actively engaged in learning activities were evident/very evident in 40% of classrooms. Observers seldom detected students engaged in collaboration, solving problems, creating products, making presentations, defending a position, or applying their learning to real-world situations.
  o Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
  o Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in 21% of classrooms.

Stakeholder interviews, document and artifact review:

- During interviews, some school personnel indicated the need to receive additional training for in-depth data analysis that impacts instruction.

- Further, some school personnel reported that professional learning opportunities do not meet their individual needs.

Standard 4: Resources and Support Systems

Institutions, regardless of their size, need access to sufficient resources and systems of support to be able to engage in sustained and meaningful efforts that result in a continuous improvement cycle. Indeed, a study conducted by the Southwest Educational Development Laboratory (Pan, 2003) "demonstrated a strong relationship between resources and student success...both the level of resources and their explicit allocation seem to affect educational outcomes."

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The institution employs and allocates staffs who are well qualified for their assignments. The institution provides a safe learning environment for students and staff. The institution provides ongoing learning opportunities for all staff to improve their effectiveness. The institution ensures compliance with applicable governmental regulations.

Standard 4 – Resources and Support Systems	Standard Performance Level
The school has resources and provides services that support its purpose and direction to ensure success for all students.	**2.7**

	Indicator	Source of Evidence	Performance Level
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	• Hiring Policy • Survey Data • Self-Assessment • Teacher Interviews • Student Performance Data • Classroom Observations • Executive Summary • Stakeholder Interviews	3

Indicator		Source of Evidence	Performance Level
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	• Survey Data • Self-Assessment • Teacher Interviews • Student Performance Data • Classroom Observations • Documents of Budgets and Procedures	3
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	• Documents of Policies and Procedures • Survey Data • Principal Interview • Student Interviews • Self-Assessment	3
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	• Survey Data • Policies and Procedures • Self-Assessment • Teacher Interviews • Classroom Observations • Documents and Artifacts	3
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	• Student Performance Data • Survey Data • Self-Assessment • Teacher and Leadership Interviews • Classroom Observations • Technology Plan	2
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	• Documents and Artifacts • Survey Data • Self-Assessment • Teacher Interviews • Principal Interview • Classroom Observations • Student Performance Data • KDE Leadership Assessment	2

Indicator		Source of Evidence	Performance Level
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	• Student Performance Data • Documents and Artifacts • Classroom Observations • Self-Assessment • Survey Data • KDE Leadership Assessment	2

Indicator	Opportunity for Improvement
4.6/4.7	**Develop, implement, and monitor a systematic process to determine, provide, and coordinate counseling and related services to meet the physical, social, and emotional needs of each student. Ensure that the process includes the referral, educational, and career planning needs of all students. Implement valid and reliable measures of program effectiveness and utilize results to continuously improve services to students.**
	Rationale

Stakeholder Survey Data:

- Survey data suggests that the staff is satisfied with student support services and programs.

  o 93% of staff indicated that they agree or strongly agree with the statement, "Our school provides high quality student support services (e.g., counseling, referrals, educational, and career planning).

  o 91% of staff indicated they agree or strongly agree with the statement, "Our school provides opportunities for students to participate in activities that interest them."

- Student survey data could possibly provide insight to the degree students are involved in or are aware of counseling, educational, and career support services to meet their physical, social, and emotional needs.

  o 70% of students indicated in surveys that they agree or strongly agree with the statement, "In my school, I have access to counseling, career planning, and other programs to help me in school," suggesting that about 30% of students do not perceive that these services and programs are available to support them.

Stakeholder interviews, document and artifact review:

- Document review reveals that the extent to which support services and programs have consistently established measures of effectiveness is limited.

- Review of policies and handbooks did not reveal a clear process for school personnel to determine the needs for counseling, assessment, educational planning, and career planning of all students.

- Review of documents and artifacts did not reveal the existence of a formal plan to evaluate the effectiveness of student services, establish measures of effectiveness, or engage in continuous improvement planning.

- Interviews of school personnel indicated counseling programs are developed on an as-needed basis.

Standard 5: Using Results for Continuous Improvement

Systems with strong improvement processes are moving beyond anxiety about the current reality and focusing on priorities and initiatives for the future. Using results, that is, data and other information, to guide continuous improvement is key to an institution's success. A study conducted by Datnow, Park, & Wohlstetter (2007) from the Center on Educational Governance at the University of Southern California indicated that data can shed light on existing areas of strength and weakness and also guide improvement strategies in a systematic and strategic manner (Dembosky et al., 2005). The study also identified six key strategies that performance-driven systems use: (1) building a foundation for data-driven decision making; (2) establishing a culture of data use and continuous improvement; (3) investing in an information management system; (4) selecting the right data; (5) building school capacity for data-driven decision making; and (6) analyzing and acting on data to improve performance. Other research studies, though largely without comparison groups, suggested that data-driven decision making has the potential to increase student performance (Alwin, 2002; Doyle, 2003; Lafee, 2002; McIntire, 2002).

AdvancED has found through its own evaluation of best practices in 30,000 institutions around the world that a successful institution uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine strategies to improve student performance. The institution implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained, and the institution demonstrates progress in improving student performance and institution effectiveness.

Standard 5 – Using Results for Continuous Improvement	Standard Performance Level
The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.	**1.8**

Indicator		Source of Evidence	Performance Level
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	• Assessment Schedules • Leadership and PLC Agendas • Interviews • School Report Cards • Formative Assessment Samples • Data Analysis Worksheet • Self-assessment • Deep Implementation Planning Process (DIPP) Documents • 30/60/90/ Day Plans • Quarterly Reports • Stakeholder interviews	2
5.2	Professional and support staffs continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	• Deep Implementation Planning Process (DIPP) Documents • PLC Agendas • Stakeholder interviews • Data Analysis Worksheet • Self-Assessment • Lesson plans • Classroom Observations • Student performance data	2

5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	- Stakeholder interviews - Self-Assessment - Teacher Evidence Binders - PowerPoints of PD - PLC Analysis Sheet - EPD Schedule	2
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.	- Deep Implementation Planning Process (DIPP) Documents - Self-Assessment - Lesson Plans - Data Boards - Data Journals - Quarterly Reports - EXPLORE Data - School Report Cards	2
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	- Deep Implementation Planning Process (DIPP) Documents - Stakeholder Interviews - Principal Newsletters - Data Wall/Room - Student Data Graphs	1

Indicator	Opportunity for Improvement
5.1/5.2	**Develop a systematic process for the collection, analysis and use of data from a range of data sources, including Cascade, school formative assessments, and state assessments. Regularly evaluate the system to ensure reliability and its effectiveness in providing information for improving instruction, student learning, and conditions that support learning.**
Rationale	

Student Performance Data:

- Student performance data does not suggest that the school has established effective improvement planning processes including the systematic collection, analysis, and use of data to drive improvement in professional practice and ensure student success.

- o The School Report Cards for 2012-2013 do not show any improvement in the overall score. The overall score for 2011-2012 and 2012-2013 is 33.8.
  - o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.
  - o The school's 2013 Proficiency Delivery Target was 23.3, but the actual score was 16.2
  - o The school's 2013 Closing the Achievement Gap Delivery Target was 22.9, but the actual score was 15.4.

Classroom Observation Data:

- Classroom observation data does not suggest the school is systematically attempting to adjust and differentiate instruction based on data.

  - o Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.
  - o Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 36% of classrooms.
  - o Instances in which students had opportunities to engage in higher-order thinking, solve problems, use technology as a learning tool, work in collaborative groups, engage in self-reflection, apply their learning to real world situations, and connect learning from other classes or courses were observed as evident/very evident in 32% of classrooms.
  - o Instances in which students were tasked with activities and learning that were challenging but attainable were found to be evident/very evident in 42% of the classrooms.

Stakeholder Survey Data:

- Survey data suggests that the staff is satisfied with current practices for monitoring and adjusting curriculum, instruction, and assessment to meet student learning needs based on data. However, the effectiveness of these processes is not apparent.

  - o In surveys, 91% of the staff agree or strongly agree with the statement, "Our school uses multiple assessment measures to determine student learning and school performance."
  - o In surveys, 80% of the staff agree or strongly agree with the statement, "Our school employs consistent assessment measures across classrooms and courses."
  - o In surveys, 87% of the staff agree or strongly agree with the statement, "Our school has a systematic process for collecting, analyzing, and using data."
  - o In surveys, 89% of the staff agree or strongly agree with the statement, "Our school uses data to monitor student readiness and success at the next level."

Stakeholder interviews, document and artifact review:

- Interviews with school personnel indicate that daily formative assessments are sometimes administered. However, there is no evidence to support the consistent use of data to adjust instruction to meet the individual needs of students.

- Artifact review suggests the comprehensive system of local, state, and nationally normed assessments is not strategically evaluated for effectiveness in improving instruction, student

learning, and the conditions that support learning. Not all assessments connect to improved student achievement.

Indicator	Opportunity for Improvement
5.3	Train professional staff in the evaluation, interpretation, and use of all data. Regularly and systematically assess staff proficiency in the evaluation and interpretation of data.
Rationale	

Student Performance Data:

- The student performance data below does not suggest that teachers and staff are consistently using summative and formative performance data to drive instructional decision-making at the classroom, PLC, and school levels.

  o The School Report Cards for 2012-2013 do not show any improvement in the overall score. The overall score for 2011-2012 and 2012-2013 is 33.8. Data shows no significant gains to address gaps.
  o The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.
  o A comparison of gap data from the 2011-2012 and 2012-2013 School Report Cards indicates a 2.7% increase in reading and a 0.5% decrease in math for students scoring at the Proficient and Distinguished levels for the non-duplicated gap group. The percentage of students scoring at the Novice level in reading was reduced by 4.5% and the percentage of students scoring at the Novice level in math was reduced by 5.2%.
  o A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3% decrease in students making typical or higher growth in math.
  o A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.

Staff Survey Data:

- 76% of staff agree or strongly agree with the statement, "Our school ensures all staff members are trained in the evaluation, interpretation, and use of data." However, documentation suggests that not all teachers are trained to evaluate, interpret, and use all sources of data.

Stakeholder interviews, document and artifact review:

- Interviews with some school personnel indicate staff has not been trained to evaluate, interpret, or use EXPLORE, K-PREP, or MAP data.

- Interviews with some school personnel indicate data is supplied to them by coaches and that coaches assist them with reading data, but in-depth analysis of data does not occur consistently.

- Interviews with school personnel indicate they communicate data results to students and set goals, but information does not typically drive individualized instruction.

- Artifacts include teacher evidence binders that contain several PLC Analysis forms used to analyze local (proficiency/diagnostic) assessments.

- Data posters located in workroom indicate a review of data has occurred.

- Artifacts such as PowerPoint presentations show that data was shared with staff, but it is unclear how the presentations translated into lesson plans and increased student performance.

Indicator	Opportunity for Improvement
5.4	**Develop a policy and implement a continuous process to determine verifiable improvement in student learning, including success at the next level. Ensure that the process consistently uses results to design, implement and evaluate the effectiveness of continuous improvement action plans including readiness for and success at the next level.**
Rationale	

Student Performance Data:

- Student performance data clearly indicates that significant numbers of students are not prepared for success at the next level.

  - A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.
  - College and Career Readiness points increased from 2012 to 2013 by 2.3 points. However, the 2013 College and Career Readiness points are 17.4 as compared to the state average of 47.2 points.
  - According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading while the state's typical or higher growth was 59.8%. In math, 49.1% of students made typical or higher growth, while the state's typical or higher growth was 60%.

Student Survey Data:

- According to the student survey data, 80% agree or strongly agree with the statement, "My school prepares me for success in the next school year." However, College and Career Readiness data does not support this perception.

Stakeholder interviews, document and artifact review:

- Artifacts and review of evidence binders suggest a focus on changing strategies based on assessment results, but there is little evidence of deep analysis of student learning.

- Interviews with some school personnel indicate data is supplied to them by coaches and coaches assist them with reading data, but in-depth analysis of data does not occur consistently.

- The Diagnostic Review team recognizes the efforts implemented for the weekly review of data during PLC meetings.

- Review of documents did not reveal a clearly defined policy that describes the process to analyze data to determine verifiable improvement in student learning, including readiness for and success at the next level.

Part II: Conclusion

Summary of Diagnostic Review Team Activities:

The Frederick Law Olmsted Academy North (FLOAN) Diagnostic Review team was composed of 6 educators representing the perspectives of state-level, school, and system practitioners.

- On the first day of the review, the principal and other administrators made a formal presentation about the school focusing on recent improvements, 2013 Leadership Assessment Deficiencies, and future plans.
- Representatives from the school completed the Self-Assessment, Executive Summary, Student Performance Diagnostic, Stakeholder Feedback Diagnostic, KDE Needs Assessment, and Missing Piece Diagnostic. In addition, the school provided the team with documents and artifacts to support the indicator ratings of the Self-Assessment.
- The school also conducted surveys of staff, students, and parents. Survey results were used to guide indicator ratings by the team.
- Administrators, staff, parents, students, and district administrators were candid in their interviews with the team.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the onsite portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

The Diagnostic Review team met virtually on December 19, 2013 and January 17, 2014 to review team expectations and responsibilities, the schedule, and Standard assignments. Team members arrived in the school system on January 26, 2014 and concluded their work on January 29, 2014.

Institution leaders carried out the Internal Review process as directed and in keeping with the developed timeline.

The Diagnostic Review team conducted interviews with:

Stakeholder Group	Number of Participants
School Leaders*	13
School Council Members	5
Teachers and Support Personnel	21
Parents and Community Members	10
Students	17
TOTAL	66

*includes Educational Recovery Staff

The Diagnostic Review team also conducted classroom observations in 53 classrooms, using the Effective Learning Environment Observation Tool (ELEOT).

Using the evidence collected, the team engaged in dialogue and deliberations concerning the degree to which the institution met the AdvancED Standards and Indicators.

In off-site work sessions, the Diagnostic Review team examined artifacts and evidence provided by the institution. During the onsite portion of the review, the team reviewed additional artifacts, collected and analyzed data from interviews, and conducted school and classroom observations.

Report on Standards:

The Diagnostic Review process involved an examination of the school's self-assessment, artifacts and documents, student performance data, stakeholder survey data, classroom observation data, and information from stakeholder interviews to analyze the school's ratings on the 5 standards and 33 indicators. Several recurring themes that are common across the 5 standards emerged from the analysis.

<u>Active Student Engagement</u>

- Though some students were involved in engaging tasks, throughout many of the classroom observations students were complying with teachers' directions, listening to lectures, or completing low-level tasks resulting in passive student behavior.
- During classroom observations, team members very rarely observed students using technology to gather and evaluate information, conduct research, solve problems, create original works, communicate, or collaborate for learning.
- Students were engaged in discussions with the teacher or other students, but most discussions involved the teacher asking a question requiring a single student response or students talking with a partner briefly.

Equitable Classrooms

- The overall school score listed in the School Report Card did not increase from 2012 to 2013. All teachers are meeting in PLCs to analyze data and plan, but there is little evidence to support that curriculum and instruction are being differentiated to meet the students' unique learning needs.
- The school's vision and mission statements "Every Child Proficient" and "Educating Tomorrow's Leaders Today" are focused on preparing students for a successful future. However, it is unclear as to how these statements are guiding the educational program to address the achievement gap between these students and their peers across the state.

High Expectations

- The school's vision statement is "Every Child Proficient." However, student performance data and classroom observations do not provide evidence that students are engaged in learning experiences congruent with high expectations.
- Systematic, school-wide implementation of high expectations does not exist. Higher-order thinking activities varied from classroom to classroom. During classroom observations, students were rarely involved in tasks that required applying, analyzing, or synthesizing knowledge. Student experiences that require higher-order thinking included activities such as interpreting data, making a hypothesis, conducting an investigation, designing or creating a project, making a model, or leading a demonstration.

Differentiation/Personalization

- Differentiated or personalized learning experiences for students were limited. Most instruction was delivered in whole-group settings, requiring students to complete the exact same tasks. The diverse needs of students are not being met.
- One class period per day is devoted to providing interventions and/or enrichment, but students within each of these classes were usually involved in the same instruction.
- Student use of technology could enhance the opportunity to engage students in differentiated or personalized learning. However, according to classroom observation data, student use of technology was almost non-existent.

Collaboration

- A culture of collaboration is evolving among staff members. The leadership team that includes department leaders and PLC meetings that occur twice a week increase opportunities for leaders and teachers to work together and focus on student achievement. Efforts should continue to build a collaborative culture among the staff.
- According to classroom observations, students have few opportunities to collaborate. Most discussions are whole group where the teacher asks a question and one student responds.

Some partner talks occurred during lessons, but students were not engaged in collaborating on projects and presentation. Also, the school should consider providing an opportunity for students to voice opinions or provide input regarding school issues.

- Continue to expand efforts to involve parents and the community to promote the positive aspects of the school and support the work of the staff and achievement of students.

Intentional Implementation, Monitoring, and Evaluation of Systems

- Though the staff is to be commended for continuous improvement efforts (for example, PLCs, multiple professional learning opportunities, evidence binders, and student data journals), there is little evidence to support the evaluation of these initiatives and the degree to which they are helping to improve professional practice and student success.
- Although school leadership has some processes in place to monitor initiatives, performance data and observations suggest that monitoring needs to be more frequent, consistent, and systematic.
- Few of the processes are documented for consistency of implementation and assurance of sustainability.
- Teachers have multiple professional development opportunities, but these learning experiences need to be evaluated for their effectiveness in improving teaching and student learning.

Resources

- The school is fortunate to have an abundance of human resources to build capacity, provide job-embedded professional development, and implement school improvement efforts.
- Classroom observations and stakeholder interviews indicate that the technology infrastructure and resources are insufficient to provide students with quality learning experiences. Very few students were observed using computers or other technology. Interviews revealed the need to increase the availability of technology resources and tools for learning as well as to update the infrastructure of the building.

Systems Alignment

The team was not able to detect a clear alignment or coherency between:

- formal statement of purpose and direction/values and beliefs about teaching and learning
- curriculum
- instruction
- assessment
- supervision/evaluation/monitoring
- improvement planning
- professional development
- resource allocation

Report on Learning Environment:

During the onsite review, members of the Diagnostic Review team evaluated the learning environment by observing classrooms and general operations of the institution. Using data from these observations, the team assessed the quality of instruction and learning that took place classified around seven constructs or environments.
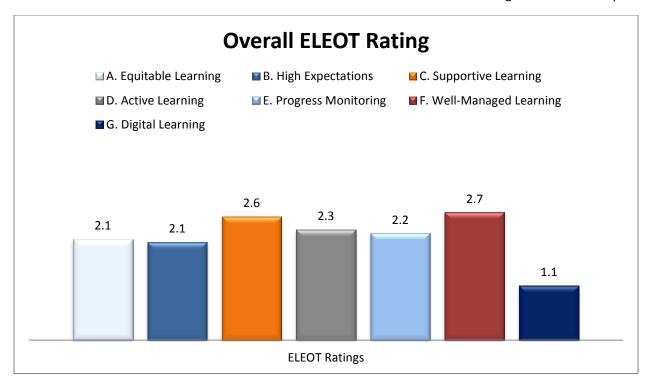
Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool (ELEOT) measures the extent to which learners are in an environment that is equitable, supportive, well-managed, where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored, feedback is provided by teachers to students, and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Special Review team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4 point scale with 4=very evident, 3=evident, 2=somewhat evident, and 1=not observed.

The 53 classroom observations provided insight into issues surrounding equity, instructional effectiveness, expectations, academic rigor, learning, behavior, technology, etc.
Two classrooms were not observed because of teacher absence. The classroom observation for a physical education class was deemed invalid since non-school personnel, a student teacher, was teaching this class.

The team used the results of performance and survey data analysis, classroom observations, stakeholder interviews, and examination of artifacts and documents to confirm, refute, substantiate, and/or validate data gathered or provided from other sources including reports or presentations, interviews, various documents and artifacts, student performance data, and stakeholder survey data.

Overall ELEOT Rating

- A. Equitable Learning
- B. High Expectations
- C. Supportive Learning
- D. Active Learning
- E. Progress Monitoring
- F. Well-Managed Learning
- G. Digital Learning

Category	Rating
A. Equitable Learning	2.1
B. High Expectations	2.1
C. Supportive Learning	2.6
D. Active Learning	2.3
E. Progress Monitoring	2.2
F. Well-Managed Learning	2.7
G. Digital Learning	1.1

ELEOT Ratings

		A. Equitable Learning Environment				
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
A.1	**1.6**	Has differentiated learning opportunities and activities that meet her/his needs	60%	21%	13%	6%
A.2	**2.8**	Has equal access to classroom discussions, activities, resources, technology, and support	4%	25%	58%	13%
A.3	**2.7**	Knows that rules and consequences are fair, clear, and consistently applied	6%	23%	66%	6%
A.4	**1.3**	Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	79%	13%	6%	2%
Overall rating on a 4 point scale:		**2.1**				

Equitable Learning Environment Analysis

- The Equitable Learning Environment received an overall rating of 2.1 on a 4-point scale, which suggests that equity is somewhat evident.

- The component "has differentiated learning opportunities and activities that meet her/his needs" scored a 1.6. This component was not observed in 60% of classrooms and was partially observed in 21% of classrooms.

- The extent to which students have equal access to classroom discussions, activities, resources technology, rated 2.8 on a 4 point scale, is evident to some degree. Most students had the opportunity to ask questions and participate in discussions that occurred during direct instruction or during completion of worksheets.

- Observations revealed that students generally knew rules and consequences, and this component was rated 2.7 on a 4 point scale.

- Opportunities for students to learn about their own or share others' backgrounds/culture, including sharing their perspective on content, rated 1.3 on a 4 point scale, were extremely rare.

B. High Expectations						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
B.1	**2.4**	Knows and strives to meet the high expectations established by the teacher	11%	45%	36%	8%
B.2	**2.3**	Is tasked with activities and learning that are challenging but attainable	15%	43%	34%	8%
B.3	**1.5**	Is provided exemplars of high quality work	74%	11%	11%	4%
B.4	**2.0**	Is engaged in rigorous coursework, discussions, and/or tasks	19%	60%	19%	2%
B.5	**2.0**	Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	30%	38%	30%	2%
Overall rating on a 4 point scale:		**2.1**				

High Expectations Learning Environment Analysis

- In general, students were compliant to teacher requests to be seated and follow instructions. Observers noted that learning targets were posted in all classrooms, but the teachers seldom referred to the targets before, during, or after instruction. The extent to which students knew and were striving to meet high expectations established by the teacher, rated at 2.4 on a 4 point scale, could possibly reflect the high level of student compliance to teacher direction.

- There is limited evidence that students are regularly or routinely tasked with activities and learning that are challenging but attainable, which was rated 2.3 on a 4 point scale. This component was not observed in 15% of the classrooms and partially observed in 43% of the classrooms.

- Use of exemplars to communicate high expectations received a rating of 1.5 on a 4 point scale. Though generic rubrics were sometimes posted in classrooms, instances in which students used or talked about sample student work or exemplars to complete an assignment were extremely rare.

- The components "engaged in rigorous coursework, discussions and/or tasks" and "responds to questions that require higher order thinking," both rated 2.0 on a 4 point scale, suggest that this level of student work was observed very few times. Students were mostly engaged in tasks at knowledge or comprehension levels. Students were often asked to recall information.

C. Supporting Learning						
Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
C.1	**2.7**	Demonstrates or expresses that learning experiences are positive	6%	30%	55%	9%
C.2	**2.7**	Demonstrates positive attitude about the classroom and learning	4%	32%	57%	8%
C.3	**2.7**	Takes risks in learning (without fear of negative feedback)	6%	25%	60%	9%
C.4	**2.8**	Is provided support and assistance to understand content and accomplish tasks	8%	21%	57%	15%
C.5	**2.0**	Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	43%	21%	25%	11%
Overall rating on a 4 point scale:		**2.6**				

Supportive Learning Environment Analysis

- The Supportive Learning Environment earned an overall 2.4 on a 4.0 point scale, suggesting this environment was moderately present, but not part of the regular routine.

- Positive learning environment, positive attitude about learning, and taking risks in learning were rated a 2.7 on a 4.0 point scale. Many students exhibited positive behaviors, complied with teachers' requests, and frequently asked questions to clarify understanding.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were not observed in 43% of classrooms and partially observed in 21% of classrooms. In most classrooms, students were engaged in the same activity without adjustments being made for students' individual needs.

		D. Active Learning				
Indicators	**Average**	**Description**	**Not Observed**	**Partially Observed**	**Evident**	**Very Evident**
D.1	**2.5**	Has several opportunities to engage in discussions with teacher and other students	15%	32%	43%	9%
D.2	**2.2**	Makes connections from content to real-life experiences	40%	19%	28%	13%
D.3	**2.3**	Is actively engaged in the learning activities	13%	47%	34%	6%
Overall rating on a 4 point scale:		**2.3**				

Active Learning Environment Analysis

- Student engagement in discussions with the teacher and/or other students was evident in 43% of classrooms and very evident in 9% of classrooms. Many discussions involved a single student responding to the teacher's question or students interacting with a partner.

- Making real life connections was not observed in 40% of classrooms and partially observed in 19% of classrooms.

- Instances in which students were actively engaged in learning activities were rated a 2.3 on a 4.0 point scale, suggesting students were sometimes actively engaged in learning. Most instruction was teacher-directed, requiring students to sit and listen or complete paper and pencil tasks.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
		E. Progress Monitoring				
E.1	**2.1**	Is asked and/or quizzed about individual progress/learning	32%	32%	34%	2%
E.2	**2.3**	Responds to teacher feedback to improve understanding	17%	42%	38%	4%
E.3	**2.5**	Demonstrates or verbalizes understanding of the lesson/content	8%	45%	42%	6%
E.4	**2.2**	Understands how her/his work is assessed	25%	32%	40%	4%
E.5	**2.2**	Has opportunities to revise/improve work based on feedback	32%	23%	42%	4%
Overall rating on a 4 point scale:		**2.2**				

Progress Monitoring Learning Environment Analysis

- The Progress Monitoring Learning Environment received an overall rating of 2.2 on a 4.0 point scale. This rating suggests that providing students with immediate and specific feedback about their work is not part of the school's regular routine.

- Students demonstrating or verbalizing understanding of the lesson was evident in 42% of classrooms and very evident in 6% of classrooms. This component received a rating of 2.5 on a 4.0 point scale. Observations suggest that many students were able to complete assigned lessons.

- Instances in which students were asked and/or quizzed about individual progress or learning were not observed or partially observed in 64% of classrooms. Each student has a data journal to record scores on state-level or interim assessments. However, students do not receive feedback on a daily basis to monitor their individual learning. Student interviews suggest daily exit slip results are usually not shared with students.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
F.1	**2.8**	Speaks and interacts respectfully with teacher(s) and peers	4%	26%	53%	17%
F.2	**2.8**	Follows classroom rules and works well with others	4%	32%	45%	19%
F.3	**2.8**	Transitions smoothly and efficiently to activities	6%	28%	45%	21%
F.4	**2.1**	Collaborates with other students during student-centered activities	43%	15%	26%	15%
F.5	**2.8**	Knows classroom routines, behavioral expectations and consequences	6%	23%	57%	15%

F. Well-Managed Learning

Overall rating on a 4 point scale:	**2.7**

Well-Managed Learning Environment Analysis

- Well-Managed Learning received the highest environment rating of 2.7 on a 4.0 point scale. Generally, students were respectful, followed instructions, transitioned smoothly, and knew classroom routines, behavioral expectations, and consequences. Observers noted numerous times that students exhibited compliant behavior.

- Instances in which students were asked to collaborate with other students during student-centered activities were not observed in 43% of classrooms and partially observed in 15% of classrooms. Generally, when students were given opportunities to collaborate with other students, they were respectful and followed instructions. However, student collaboration was only sometimes part of routine instruction.

Indicators	Average	Description	Not Observed	Partially Observed	Evident	Very Evident
G. Digital Learning						
G.1	**1.4**	Uses digital tools/technology to gather, evaluate, and/or use information for learning	77%	13%	6%	4%
G.2	**1.1**	Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	98%	0%	0%	2%
G.3	**1.0**	Uses digital tools/technology to communicate and work collaboratively for learning	98%	2%	0%	0%
Overall rating on a 4 point scale:		**1.1**				

Digital Learning Environment Analysis

- Digital Learning received the lowest rating of all environments, 1.1 on a 4.0 point scale. A few times, students were observed using technology to gather or use information. Using technology to conduct research, solve problems, create original works, communicate, or work collaboratively was not observed in 98% of classrooms.

- Some teacher and student interviews suggested the need to update the technology infrastructure and increase technology hardware for student use.

Improvement Priorities

Indicator	Improvement Priority
3.1	**Develop and implement a clearly defined process to ensure the curriculum is monitored and adjusted regularly to provide all students with equitable, challenging and individualized learning opportunities to be successful and prepared for the next level. Ensure that like courses have the same high learning experiences and that learning activities are individualized for each student in a way that supports achievement of expectations.**
	Rationale

Student Performance Data:

- Student performance data does not suggest that the school has developed effective processes to ensure the curriculum is aligned, monitored, and adjusted based on data, and that it provides all students with challenging and equitable learning opportunities leading to next level success.

  o The School Report Cards do not show any increase in the overall school score between 2012 and 2013.
  o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.
  o The school's 2013 Proficiency Delivery Target was 23.3, but the actual score was 16.2.
  o The school's 2013 Closing the Achievement Gap Delivery Target was 22.9, but the actual score was 15.4.
  o According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while the typical or higher growth for the state was 60%.
  o A comparison of the 2011-2012 and the 2012-2013 School Report Cards for College and Career Readiness (CCR), which is derived from the percentage of accountable students who meet benchmark on EXPLORE in English, reading, and math, indicates an increase in the total weighted score from 2.4 to 2.8. The percentage of students meeting benchmark increased from 25.1% to 31.2% in English and from 8.1% to 12.0% in math. The percentage of students meeting benchmark in reading decreased from 12.2% to 9.0%.

Classroom Observation Data:

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 19% of classrooms.

- Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 21% of classrooms.

- Instances in which students were provided additional/alternative instruction and feedback at the appropriate level of challenge for their needs were evident/very evident in 36% of the classrooms.

- Classroom observations reflect that teachers are posting learning targets, but inconsistently referring to them throughout the lesson to clearly inform students of learning expectations.

Stakeholder Survey Data:

- According to staff survey data, only 65% agree or strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," suggesting that approximately one-third of the teachers either disagree or are ambivalent to the existence of this condition.

- According to student surveys, only 62% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting almost 40% of students do not perceive that this support of learning exists.

- According to student surveys, 71% of students agree or strongly agree with the statement, "In my school, a high quality education is offered," indicating almost 30% of students are neutral or disagree with this statement.

- According to student surveys, 73% of students agree or strongly agree with the statement, "My school provides me with challenging curriculum and learning experiences," suggesting over 25% of students do not perceive the curriculum and learning experiences are challenging.

Stakeholder interviews, document and artifact review:

- Interviews with teachers indicated the need for additional support for curriculum discussions.

- Interviews and review of documentation did not reveal the existence of systematic processes to monitor, adjust, and provide clearly defined feedback to provide support for instructional implications.

- Review of lesson plans, PLC Protocol, formative/summative assessments, and data analysis indicated the need for more rigorous instructional practices.

Indicator	Opportunity for Improvement
3.3	**Design and implement new practices that ensure teachers engage students in their learning through the use of instructional strategies such as personalization of learning, authentic use of technology, student collaboration, development of critical thinking skills, etc. Monitor and evaluate implementation of these strategies to ensure improvement in student achievement.**
	Rationale

Student Performance Data:

- Student performance data does not suggest that teachers are consistently and authentically engaging students in their learning.

    o The School Report Cards do not show any increase in the overall school score between 2012 and 2013.
    o According to the accountability scores, the greatest concerns are that 82% of students are performing at the Novice or Apprentice levels in reading, and 85% are performing at the Novice and Apprentice levels in math.
    o Some improvement in non-duplicated gap scores and an increase in the percentage of students performing at the Distinguished and Proficient levels in reading occurred from 2012 to 2013.
    o The school also reduced the percentage of gap students performing at the Novice level in reading by 4.5% during the same time period. Likewise, the percentage of students performing at the Novice level in math was reduced by 5.2%.
    o Data from the 2011-2012 and 2012-2013 School Report Cards show mixed results for the Next-Generation Learners points. There was a slight increase in points for Achievement, Gap, and College and Career Readiness and a decrease in Growth points.

	Achievement		Gap		Growth		CCR	
Year	11-12	12-13	11-12	12-13	11-12	12-13	11-12	12-13
Points	39.9	41.0	22.0	22.4	50.0	47.0	15.1	17.4
+/-		+1.1		+0.4		-3.0		+2.3

Classroom Observation Data:

- Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in 19% of classrooms.

- Instances in which students were actively engaged in learning activities were evident/very evident in 40% of classrooms.

- Instances in which students were tasked with activities and learning that were challenging but attainable were evident/very evident in 42% of classrooms.

- Instances in which students used digital tools to conduct research, solve problems, and/or create original works for learning were evident/very evident in 2% of classrooms.

- Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 0% of the classrooms.

Stakeholder Survey Data

- According to the teacher survey, only 63% of staff agree or strongly agree with the statement, "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students," suggesting about one-third of the teachers are neutral or do not agree with this statement.

- According to the teacher survey, only 65% of staff agree or strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," suggesting about one-third of the teachers are neutral or do not agree with this statement.

- According to student surveys, only 62% of students agree or strongly agree with the statement, "All of my teachers change their teaching to meet my learning needs," suggesting that almost 40% of students do not perceive that this learning support exists.

Indicator	Improvement Priority
3.10	**Initiate a collaborative process to examine current grading policies and the extent to which they contribute to rigorous coursework and high academic expectations. Use the results of this examination to revise grading policies that assure academic grades are based on content knowledge and skills and common courses have the same high expectations.**
Rationale	

Student Performance Data:

- Student performance data does not suggest that grading practices and policies are well-aligned to rigorous coursework and high expectations of a standards-based curriculum. Further, performance data does not suggest that the vast majority of students are mastering content knowledge and skills in the core academic curriculum.

  o The School Report Card for 2012-2013 has not shown any improvement in the overall score. The overall score for 2011-2012 and 2012-2013 is 33.8.
  o The 2012-2013 School Report Card indicates that approximately 82% of students are performing below the Proficient level in reading and 85% below the Proficient level in math.
  o Some improvement in non-duplicated gap scores and an increase in the percentage of students performing at the Distinguished and Proficient levels in reading occurred from 2012 to 2013.

- o The school also reduced the percentage of gap students performing at the Novice level in reading by 4.5% during the same time period. Likewise, the percentage of students performing at the Novice level in math was reduced by 5.2%.
- o A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3% decrease in students making typical or higher growth in math.

Classroom Observation Data:

- The extent to which students earn grades based on the mastery of content knowledge, are knowledgeable about how they are assessed, and are given the chance to improve their work is not apparent.

   - o Instances in which students showed understanding of how their work is assessed were evident/very evident in 44% of classrooms.
   - o Instances in which students had opportunities to revise/improve work based on feedback were evident/very evident in 46% of classrooms.
   - o During classroom observations, observers noted that students were sometimes being evaluated on criteria not directly related to content knowledge and skills.

Stakeholder interviews, document and artifact review:

- In interviews, teachers and students reported inconsistency in grading across the building.

- Observers noted that grade level teams were using different criteria for grading student work.

- Documentation and interviews indicate that the school is adhering to Jefferson County policies concerning grading practices.

- The school is implementing a standards-based curriculum, but current grading practices appear to be inconsistent with this approach.

Indicator	Improvement Priority
4.5	**Engage in a collaborative process to examine existing technology resources and infrastructure, the school technology plan and planning process, and the extent to which technology is being used by students as learning tools and resources. Use the results of this examination to develop new policies, practices, expectations, etc., that will ensure students frequently and consistently use technology as learning tools and resources.**
	Rationale

Classroom Observation Data:

- Classroom observation data does not suggest that the school's technology infrastructure supports teaching and learning. For example:

   - o Instances in which students used digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 10% of classrooms.

- o Instances in which students used digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 2% of classrooms.
  - o Instances in which students used digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 0% of classrooms.

Stakeholder Survey Data:

- According to survey data, about 74% of staff agree or strongly agree with the statement, "Our school provides a plan for the acquisition and support of technology to support student learning," suggesting that about 25% of staff members do not perceive this condition as supportive for learning.

- According to survey data, 67% of students agree or strongly agree with the statement, "In my school, computers are up-to-date and used by teachers to help me learn," suggesting about one third of the students do not perceive this condition as supportive for learning.

Stakeholder interviews, document and artifact review:

- A technology plan exists, but does not sufficiently address the need to improve the technology infrastructure.

- Interviews indicated the need to increase the technology infrastructure in order to support increased use of technology in the classroom.

- Some teacher interviews indicated it was difficult to obtain needed technology and that laptop computers and student response systems are not easily accessible.

- Interviews indicated that the quality of wireless access varies greatly throughout the building.

Indicator	Improvement Priority
5.5	**Devise, deploy, and document a system to monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Ensure that school leaders regularly communicate the results to all stakeholder groups using multiple methods of delivery.**
Rationale	

Student Performance Data:

- Growth data from the 2013 School Report Card suggests that students are growing academically at a slower rate than other students in the state. The growth rates suggest the possibility that monitoring of instructional effectiveness may be a contributing factor.

  - o A comparison of growth data from the 2011-2012 and 2012-2013 School Report Cards shows a 3.8% decrease in students making typical or higher annual growth in reading and a 2.3% decrease in students making typical or higher growth in math.

- o According to the 2012-2013 School Report Card, 44.7% of students made typical or higher growth in reading while the typical or higher growth for the state was 59.8%. In math, 49.1% of students made typical or higher growth, while the typical or higher growth for the state was 60%.

Stakeholder Survey Data:

- According to survey data, 68% of students agree or strongly agree with the statement, "My school shares information about school success with my family and community members," suggesting almost one third of the students do not perceive that the school is sharing school success with family and the community.

- According to staff survey data, 96% agree/strongly agree with the statement," Our school leaders monitor data related to student achievement," suggesting staff members are highly satisfied with this process.

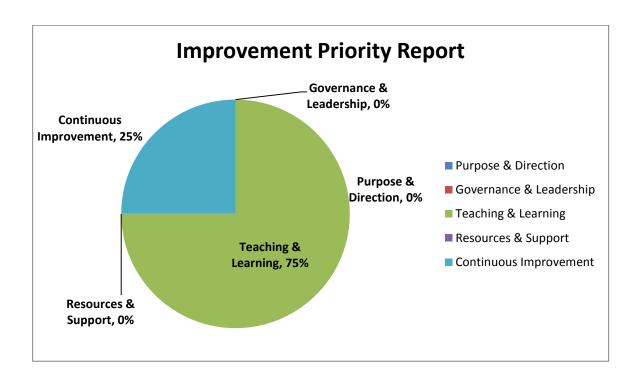Stakeholder interviews, document and artifact review:

- Interviews with school personnel and students suggest that an intervention progress monitoring system does not exist.

- Interviews with some staff indicate K-PREP and EXPLORE assessment data communication is sent home via mail through the district office. MAP data is only shared with parents if they attend parent conferences. Weekly progress reports are sent home with athletes. In addition, progress monitoring data is not being collected in most intervention classrooms and the data that is collected is rarely communicated.

- Interviews with school personnel and students suggest that while EXPLORE test booklets were sent home, no explanation other than that provided by ACT was given as to students or parents regarding their child's EXPLORE results.

- During interviews, parents could not articulate how their child was progressing on content standards or in interventions. Additionally, parents could not communicate how their child compared to students in the state or nation.

- Artifact review and observations showed Student Data Journals are used during CARE time as a way to record data and CARE lessons did reference the use of Data Journals. However, some students and teachers could not articulate the purpose of the journals.
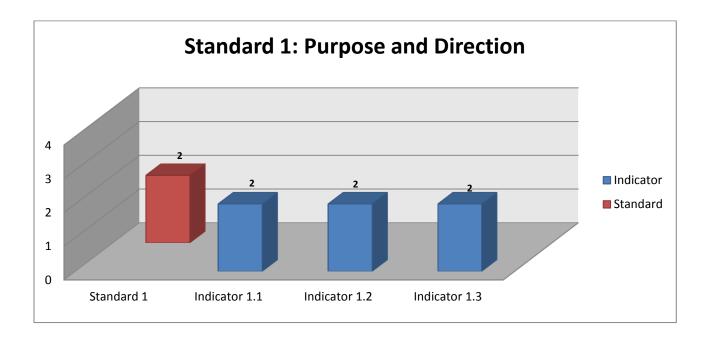
Part III: Addenda

Indicator Assessment Report		
Indicator	School Rating	Review Team Rating
1.1	3	2
1.2	2	2
1.3	2	2
2.1	3	3
2.2	3	3
2.3	3	3
2.4	2	3
2.5	2	2
2.6	2	2
3.1	2	2
3.2	2	2
3.3	2	2
3.4	2	2
3.5	2	3
3.6	2	2
3.7	2	2
3.8	2	2
3.9	2	3
3.10	2	2
3.11	2	2
3.12	3	3
4.1	3	3
4.2	3	3
4.3	3	3
4.4	2	3
4.5	2	2
4.6	2	2
4.7	2	2
5.1	2	2
5.2	2	2
5.3	2	2
5.4	2	2
5.5	2	1
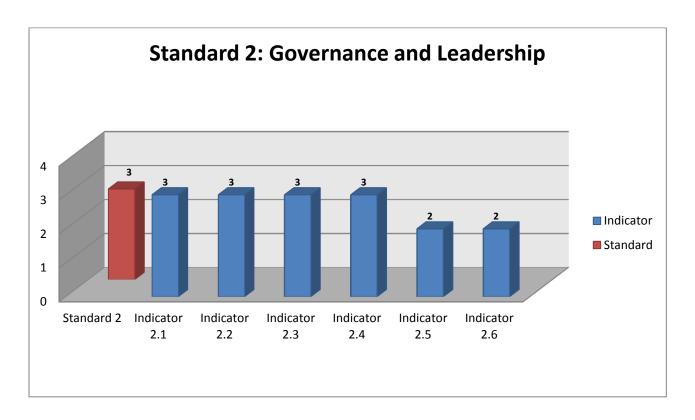
Diagnostic Review Visuals
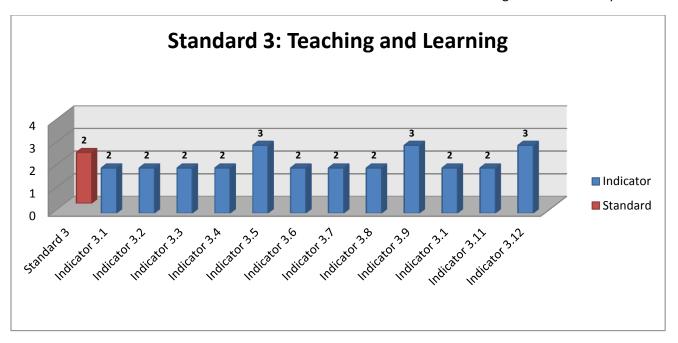
Percentage of Standards identified as
Improvement Priorities

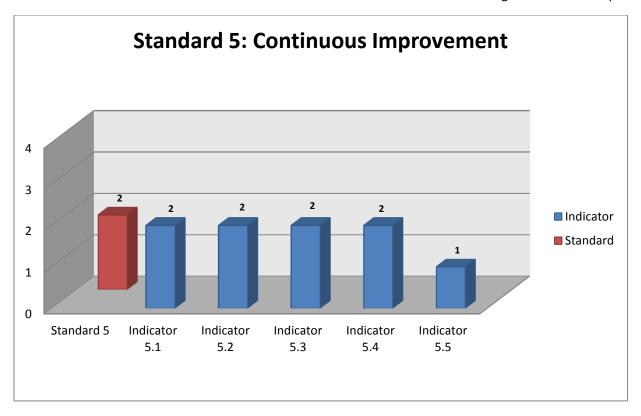## Improvement Priority Report

Governance &
Leadership, 0%

Continuous
Improvement, 25%

Purpose &
Direction, 0%

Teaching &
Learning, 75%

Resources &
Support, 0%

- Purpose & Direction
- Governance & Leadership
- Teaching & Learning
- Resources & Support
- Continuous Improvement
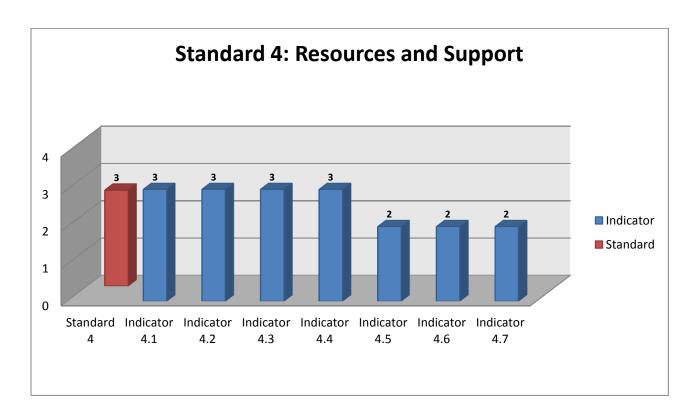
Average ratings for each
Standard and its Indicators

Standard 1: Purpose and Direction

Standard 2: Governance and Leadership

Standard 3: Teaching and Learning

Standard 4: Resources and Support

Standard 5: Continuous Improvement

2014 Leadership Assessment/Diagnostic Review Addendum

Deficiency 1: The principal has not ensured that instruction is rigorous, relevant, and engaging to students resulting in off-task student behavior.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom Observation Data
- Self-Assessment
- Student Performance Data
- Stakeholder Survey Data
- Stakeholder Interviews
- School Artifacts
- Principal's Presentation
- Comprehensive School Improvement Plan

Rationale:

- The principal has provided professional development sessions to increase rigor, relevance, and student engagement including *Strategies for Teaching Boys,* Bloom's Taxonomy, Rigor and Relevance, and curriculum mapping. The extent to which the professional development has impacted rigorous, relevant, and engaging instruction is not apparent.

- The principal has hired six Master Teachers to support teachers through job-embedded professional development. However, according to classroom observation data, student engagement and rigorous coursework continue to be areas of concern. Instances in which students were engaged in rigorous coursework, discussions, and/or tasks were evident/very evident in only 21% of classrooms.

- The principal worked with the district office and council to establish four PLC Coaches to guide and facilitate PLC meetings. All teachers meet one time per week to analyze data and one time per week to plan together. Interviews indicated the PLC Coaches bring data to the meetings for teachers to discuss rather than actually analyzing data together. There was little evidence to indicate that rigorous, relevant, and engaging instructional strategies were being shared during planning PLC meetings.

- According to staff survey data, 65% of staff agree/strongly agree with the statement, "In our school, challenging curriculum and learning experiences provide equity for all students in the development of learning, thinking, and life skills," suggesting over one-third of the staff do not perceive that challenging curriculum and learning experiences exist.

- In some classrooms there were students off-task or misbehaving, but in the majority of the classrooms students were on task and compliant. However, most of the student work was not rigorous or engaging.

Deficiency 2:
The principal has not made a consistent connection between strategies and activities in the comprehensive school improvement plan and instructional practices.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom Observation Data
- Self-Assessment
- Student Performance Data
- Stakeholder Survey Data
- Stakeholder Interviews
- School Artifacts
- Principal's Presentation
- Comprehensive School Improvement Plan

Rationale:

- There is no documented evidence that the CSIP is conscientiously and faithfully implemented.

- The degree to which the improvement plan and planning process are evaluated for their effectiveness in improving performance and learning conditions is not apparent.

- There is limited evidence that stakeholders are involved in the development and implementation of the improvement plan.

- There is limited evidence that the results of improvement planning efforts are effectively communicated to the broader community in a manner which builds support and understanding of the purpose and direction of the school.

- It is not evident that the improvement plan is an ongoing and truly continuous effort rather than a "once a year" event.

- Improvement plans and the planning process have not been effective in significantly improving student performance.

Deficiency 3:
The principal does not ensure that formative assessments are used to guide instruction or that they are rigorous and relevant.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom Observation Data
- Self-Assessment
- Student Performance Data
- Stakeholder Survey Data
- Stakeholder Interviews
- School Artifacts
- Sample Assessments
- Principal's Presentation

Rationale:

- Professional development for Live Scoring has been provided for teachers. However, classroom observation data does not support the implementation of this strategy to score student work immediately, and then provide specific feedback so students can make improvements. Instances in which students responded to teacher feedback to improve understanding were evident/very evident in 42% of classrooms.

- Student interviews indicated that extended response questions were sometimes returned to the students and they rarely had the opportunity to revise their work based on feedback.

- Instruction was not differentiated or personalized base on formative assessment data. Instances in which students had differentiated learning opportunities and activities that met their needs were evident/very evident in only 19% of classrooms.

- Teachers are expected to give an exit slip at the end of each lesson to assess mastery of the learning target. During most observations that occurred at the end of the lesson, time did not allow students to respond to an exit slip, so the teacher did not have the information needed to determine instruction for the next day.

Deficiency 4:
The principal has not communicated a clear process for refocusing staff efforts to maximize student growth and achievement.

	This deficiency has been addressed in an exemplary manner.
	This deficiency has been addressed satisfactorily.
X	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Classroom Observation Data
- Self-Assessment
- Student Performance Data
- Stakeholder Survey Data
- Stakeholder Interviews
- School Artifacts
- Principal's Presentation
- Comprehensive School Improvement Plan
- Staffing Policy

Rationale:

- The principal indicated that staff members had been reassigned based on evaluations.

- The principal and assistant principals have succeeded in obtaining the Professional Growth and Effectiveness System certification and are participating in the pilot. This system focuses on effective classroom practices that result in student success. Interviews indicated that the process has not yet begun for teachers involved in the pilot.

- One Goal Clarity Coach, Six Master Teachers, and four PLC Coaches have been hired to provide job-embedded professional development, and guidance for data analysis and planning. PLC collaboration is evolving. Since the school showed some signs of academic improvement but no significant increase, the impact the support staff is having on student success is not apparent.

- Following a book study of *The Fundamental Five*, leadership initiated The FLOAN Way to implement an instructional process to ensure consistency across all classrooms. However, the extent to which this process was clearly understood by all teachers and consistently carried out was not apparent.

- The master schedule was changed to allow for common planning and PLC meeting time. Additional teachers were hired to increase the variety of related arts classes.

Deficiency 5:
The principal and school council have not ensured all staff assignments are determined by matching teacher strengths and student needs to provide a successful middle school experience for all students.

	This deficiency has been addressed in an exemplary manner.
X	This deficiency has been addressed satisfactorily.
	This deficiency has been partially addressed.
	There is little or no evidence of improvement with regard to this deficiency.

Evidence:
- Self-Assessment
- Student Performance Data
- Stakeholder Interviews
- School Artifacts
- Principal's Presentation
- Comprehensive School Improvement Plan
- Staff Time Policy

Rationale:

- The SBDM Council policy on Staff Time was amended to include the needs of students.

- The principal indicated that staff members had been reassigned based on evaluations.

- The master schedule was revised to include common planning time and two PLC meetings per week.

Diagnostic Review Team Schedule

Frederick Law Olmsted Academy North Diagnostic Review

SUNDAY, JANUARY 26, 2014

Time	Event	Where	Who
3:00 p.m.	Hotel Check-in		Diagnostic Review Team Members
4:00 p.m. -5:30 p.m.	Orientation and Planning Session	Hotel Conference Room	Diagnostic Review Team Members
5:30 p.m. – 6:30 p.m.	Dinner		Diagnostic Review Team Members
6:30 p.m. – 8:30 p.m.	Team Work Session #1 Reviewing Internal Review documents and determining initial ratings all indicators	Hotel Conference Room	Diagnostic Review Team Members

MONDAY, JANUARY 27, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school	FLOAN Office	Diagnostic Review Team Members
8:00 – 9:00 a.m.	Standards Presentation - Questions/topics to be addressed: 1. Vision, i.e., where has the school come from, where is the school now, and where is the school trying to go from here? This presentation should specifically address the findings from the Leadership Assessment Report completed two years ago. It should point out the impact of school improvement initiatives begun as a result of the previous Leadership Assessment, and it should provide details and documentation as to how the school has improved student achievement as well as conditions that support learning. 2. Overview of the School Self-Assessment - review and explanation of ratings, strengths and	Administrative Conference Room	All diagnostic review team members

| | opportunities for improvement.

3. How did the school and system ensure that the Internal Review process was carried out with integrity at the school level?

4. What has the school and system done to evaluate, support, monitor and ensure improvement in student performance as well as conditions that support learning?

5. What has been the result of school/system efforts at the school? What evidence can the school present to indicate that learning conditions and student achievement have improved? | | |
|---|---|---|---|
| 9:00– 9:15 a.m. | Break | | Diagnostic Review Team Member(s) |
| 9:15-10:15 a.m. | Principal Interview | Administrative Conference Room | Diagnostic Review Team Member(s) |
| 10:30– 11:45 a.m. | Begin school and classroom observations | Classrooms | Diagnostic Review Team Members |
| 11:45 a.m. – 1:00 p.m. | Lunch and Artifact Review | Media Center Conference Room | Diagnostic Review Team Member(s) |
| 1:00 – 4:00 p.m. | School and classroom observations and interviews | Classrooms | Diagnostic Review Team Member(s) |
| 2:00-3:30 p.m. | Parent Interview | Conference Room | Diagnostic Review Team Member(s) |
| 4:00 p.m. | Return to Hotel | | Diagnostic Review Team Members |
| 5:00 – 10:00 p.m. | Evening Work Session #2

- Review findings from Monday
- Team members working in pairs re-examine ratings and report back to full team
- Discuss potential Powerful Practices, Opportunities for Improvement, and Improvement Priorities at the standard level (indicator specific)
- Begin drafting report
- Prepare for Day 2
- Break for dinner (7:00 – 8:00 p.m.) | Hotel conference room | Diagnostic Review Team Members |

TUESDAY, JANUARY 28, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Team arrives at school		Diagnostic Review Team Members
8:30 – 11:45	School and classroom observations and teacher, administrator, and student interviews		Diagnostic Review Team members (working in pairs or as individuals)
11:45 a.m.-1:00 p.m.	Lunch and Artifact/Document Review		Diagnostic Review Team Members
1:00 – 4:00 p.m.	School and classroom observations Artifacts review Complete interviews as necessary		Diagnostic Review Team Members (working in pairs or as individuals)
5:00 – 11:00 p.m.	Evening Work Session #3 - Review findings from Tuesday - Team deliberations to determine or confirm indicator ratings - Discuss specific language or wording in all Opportunities for Improvement, Powerful Practices, Opportunities for Improvement to ensure the team has reach consensus regarding these findings. - Tabulate Learning Environment ratings - Dinner (6:30 – 7:30 p.m.) Team member discussion: - Themes that have emerged from an analysis of the standards and indicators, identification of Powerful Practices, Improvement Priorities. - Themes that emerged from the Learning Environment evaluation including a description of practices and programs that the institution indicated should be taking place compared to what the team actually observed. Give generic examples (if any) of poor practices and excellent practices observed. (Individual schools or teachers should not be identified.)	Hotel Conference Room	Diagnostic Review Team Members

WEDNESDAY, JANUARY 29, 2014

Time	Event	Where	Who
	Breakfast	Hotel	Diagnostic Review Team Members
7:30 a.m.	Check out of hotel and departure for school	Hotel	Diagnostic Review Team Members
8:00 – 9:30 a.m.	Classroom observations and interviews		Diagnostic Review Team Members (working in pairs or as individuals)
9:30 – 10:30 a.m.	Complete the Kentucky Leadership Assessment/Diagnostic Review Addendum (pre-loaded on team workspace)		Diagnostic Review Team Members
10:30 a.m. – 1:00 p.m.	Final Team Work Session Examine • Final ratings for standards and indicators • Powerful Practices (indicators rated at 4) • Opportunities for Improvement (indicators rated at 2) • Improvement Priorities (indicators rated at 1 or 2) • Summary overview for each standard • Learning Environment narrative		Diagnostic Review Team Members
1:00 p.m.	Exit Report with the principal The Exit Report will be a brief meeting for the Lead Evaluator and team members to express their appreciation for hosting the on-site review to the principal. All substantive information regarding the Diagnostic Review will be delivered to the principal and system leaders in a separate meeting to be scheduled later. The Exit Report will not be a time to discuss the team's findings, ratings, individual impressions of the school, make evaluative statements or share any information from the Diagnostic Review Team report.		Diagnostic Review Team

About AdvancED

In 2006, the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), both founded in 1895, along with the National Study of School Evaluation (NSSE) came together to form AdvancED: one strong, unified organization dedicated to education quality. In 2011, the Northwest Accreditation Commission (founded in 1917) joined NCA CASI and SACS CASI as part of AdvancED. AdvancED is the world's largest education community, representing 30,000 public and private schools and systems across the United States and in 75 countries worldwide and educating 16 million students. The Northwest Accreditation Commission joined the AdvancED network in 2011.

Today, NCA CASI, NWAC, and SACS CASI serve as accreditation divisions of AdvancED. Through AdvancED, NCA CASI, NWAC, and SACS CASI share research-based accreditation standards that cross state, regional, national, and international boundaries. Accompanying these standards is a unified accreditation process designed to help educational institutions continuously improve.

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School Diagnostic Review Summary Report

Frederick Law Olmsted Academy North

Jefferson County Public Schools

1/26/2014 – 1/29/2014

The members of the Frederick Law Olmsted Academy North Diagnostic Review Team are grateful to the district and school leadership, staff, students, families and community for the cooperation and hospitality extended to us during the assessment process.

Pursuant to KRS 160.346, the Diagnostic Review Team has examined extensive evidence and arrived at the following recommendations:

Principal Authority:
  The principal does have the ability to lead the intervention and should remain as principal of Frederick Law Olmsted Academy North to continue his roles and responsibilities established in KRS 160.345.

Council Authority:
  School council of Frederick Law Olmsted Academy North does have the ability to continue its roles and responsibilities established in KRS 160.345.

I have reviewed the recommendations of the Diagnostic Review Team and adopt them as my determination pursuant to KRS 160.346.

Commissioner, Kentucky Department of Education

_____Date:_____

I have received the diagnostic review report for Frederick Law Olmsted Academy North.

Principal, Frederick Law Olmsted Academy North

_____Date:_____

Superintendent, Jefferson County Public Schools

_____Date:_____